

Roxbury Community College



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GATEWAY GAZETTE

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Courtesy photo

Students at work producing all aspects of interview programs and newscasts in the basement studio of the RCC Media Arts.

MEDIA ARTS BUILDING GOINGS-ON A WELL-KEPT SECRET ON CAMPUS

Students learn ins and outs
of local media

VA TECH VIOLENCE RAISES ANXIETY LEVEL ON ROXBURY CAMPUS

BY MICHAEL WIGGINS

After the incident that happened at Virginia Tech, campuses across the country have been on high alert.

We all know, or should know, about the tragic events that occurred on Monday, April 16, 2007, in Blacksburg, Virginia. A student at Virginia Tech College went on a rampage and killed 32 people on campus, making it the largest massacre on a college campus.

The heightened alert affected college campuses across the country. All the way to Roxbury, Mass; students were disturbed by the

events in Blacksburg, Virginia.

At RCC, English major Cherrelle Rascoe said that she does not feel safe on campus. "No I don't feel safe on campus, because the security at RCC is not good. Anybody that's not a student can come on campus."

Francesca Ihenetu, a Pharmacy major, shared the same view as classmate Cherrelle. She does feel safe on campus because of the lack of security.

Not everybody is alarmed. Mahogany Hedges-Hill, a marketing major, feels that there is no reason to be frightened. She said that shootings do not regularly occur at

predominantly black schools. That may be true, but just two months ago a student was arrested for trying to sneak a gun into Hyde Park High School.

The dreadful occurrence in Virginia should wake everybody up to the reality that this can happen anywhere. I think that people are troubled because they realize now how seriously the issue hits close to home.

In a related matter, on campus Monday morning, April 30, Adjunct Professor Amy Guerrero saw a young man, an RCC student,

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INTERNSHIPS OPEN DOORS FOR

Students learn ins and outs of television production, gear up for a career

BY BETSY SANTANA

The mystery everybody wonders about is what's really in the Media Arts Building. Well, as most of us know, there are art exhibits on the first floor along with a theatre that has plenty of seating on the third floor.

There are art and music classes. However, what about the basement? People go to the basement and come back out amazed. They should because there is a TV studio down there and state-of-the-art equipment to go along with it. For many years now students have come to RCC and even graduated but never imag-

ined such a wonderful place existed.

Some students who know about the place call its members "roaches" because they are down there 24/7 and only come out when it's dark. (Not true, we come out for a lunch run, occasionally). The classes that are taught in the studio and other rooms are the courses required for the Broadcast Media Technology major.

Every Thursday, there is a live studio production, students of the Advanced Television Production class act as crew or hosts for a show, either an interview program they

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STUDENTS, FACULTY PROTEST RECRUITERS

BY MICHAEL WIGGINS

RCC faculty members joined with students to protest the Iraq war and the presence of U.S. Army recruiters on campus.

Holding signs and distributing anti-war literature, about a dozen protesters assembled in the cafeteria area of the Student Union to denounce the actions of the U.S. military and the Bush administration.

Mark A. Garth, interim director of Career and Transfer Services at RCC, said that U.S. Army nurses had been scheduled to appear on campus for the April 2 career fair.

However, he said, the nurses did not actually show up.

"Twice now the recruiters have been scheduled to set up a table at RCC," English Professor Ruth Kiefson said. "This shows that the campaign of the Anti-War Committee is having an effect."

She said Army recruiters were scheduled to make an appearance on the campus on Jan. 23 and that faculty and students mobilized, setting up a table to distribute anti-war literature. At that time, the recruiters did not show up.

The RCC Anti-War Committee

INTERNSHIPS OPEN DOORS FOR RCC STUDENTS FOR CREDIT

Students try out careers

BY WALLACE FASHAW

There are 15 RCC students currently working at local businesses and earning college credits while getting on-the-job experience.

Brookline Access Television, Roxbury YMCA's Cyberspace Computer Center, Bank of America, Boston Neighborhood Network, Talbot's Collection, the MBTA, State Street Corporations, the RCC Writing Center and

the college's Information Technology Department are just some of the places RCC students can be found.

RCC Internship Coordinator Jennie Thrash, in an interview, explained that students can opt to work at an internship even if their major does not require it.

"Not all programs of study require an internship but some students can do this as an elective if it is not required in their program of study," Thrash said.

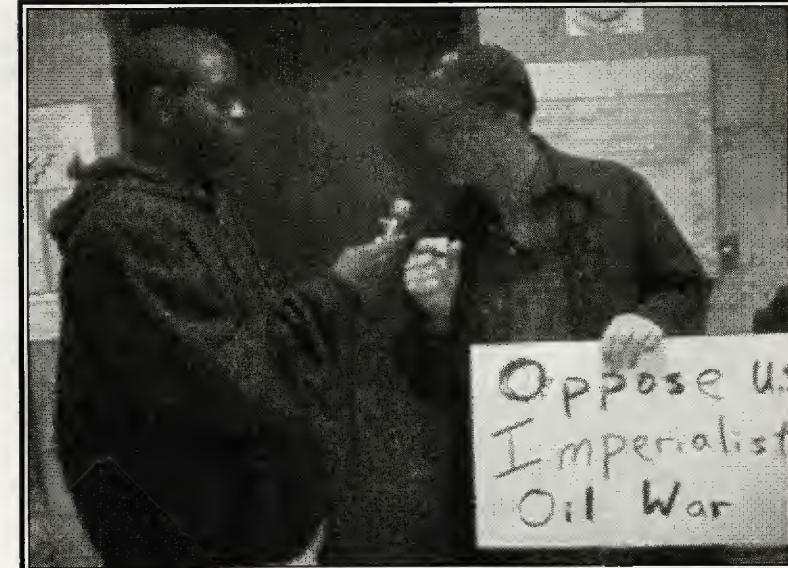
The internship coordinator since August 2003, Thrash coordinates internships for all majors except Nursing, Early Childhood, Mental Health and Criminal Justice.

Students who are interested in obtaining an internship should schedule a meeting with Thrash to register. Registrations for the fall semester are currently under way.

Thrash will discuss eligibility and existing opportunities, then help students prepare a resume, cover letter and references. To participate in an internship, students need to be enrolled in a degree or certificate program, have completed English Composition 101 as well as at least three courses in their major.

Once in an internship, they must agree to meet with Thrash and the assigned

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Photos by Michael Wiggins

Faculty and students were ready to protest military recruiters expected on campus on April 2.

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THE ESSENTIALS: ADJUNCT TEACHERS GIVE US A GLIMPSE OF WHO THEY ARE

BY MANUEL GONZALEZ

In response to Gregory Saint-Dick's article last month on the reliance of adjunct faculty, I feel that it is important for the students to know who makes up the adjunct faculty, because they are highly qualified, and bring a lot to the RCC community.

"I didn't choose teaching, teaching chose me," said Vermelle Wilder, who has taught English Composition, Pre-College Writing, and Humanities: Black Music Styles at RCC for the last five years.

Her formal education includes

a BA in Speech Communications from Emerson College and a Master's degree in Communications Management from Simmons College. Originally, Wilder's calling was not being a teacher. She began as a trainer at Digital for 14 years.

In 2002, she attended the Honors Convocation Celebration, at RCC, because her son, B. Quinton Wilder, received an honorary membership. Wilder met Dean Everest Anuoha, then the Acting Liberal Arts Dean and head of the Honors Convocation Celebration, and she submitted her resume. Anuoha was impressed and Wilder

"I have always been told I should be teaching, but I did not understand what that meant until I began teaching at RCC."

— Vermelle Wilder

began teaching Introduction to Speech the following semester.

Her work at RCC lead to a re-



Photo by Manuel Gonzalez

Adjunct Professors Vermelle Wilder, left, and Harrison Murbi, came to RCC after receiving advanced degrees and working in different fields.

POETS' CORNER

Without You

Moonlight Mindstate

The moonlight shined
A pale pulsing glow
above the murder and mayhem
of the streets at night,
Diabolical voices heard
screaming through the darkness
shredding the deep thoughts

warding career. She states, "I have always been told I should be teaching, but I did not understand what that meant until I began teaching at RCC."

While Wilder speaks with a voice of experience at RCC, there are also newer adjunct teachers here at RCC.

Harrison Murbi, a biology teacher, has been teaching at RCC for a year. He has a master's degree

in biology from Toledo University and a second master's in zoology from Moi University in Eldoret, Kenya.

Like Wilder, Murbi did not intend to become a teacher, but as he searched for a position as a practicing biologist, he found that there was a greater demand and need for teachers. "I didn't start out as a teacher but I really do like teaching.", he said.

Without You

I stay FRUSTRATED because I know we are not official
MAD 'cause I don't know how he feels
UPSET 'cause I can't make things right
SAD 'cause I want him day and night
ANGRY 'cause he won't take my hand
AGGRAVATED 'cause he won't stop to understand
And DISAPPOINTED 'cause we can never be together

Meeting you was faith
Becoming your friend was a choice
But falling in love with you was beyond my control.

—Jennifer Beniquez

Took It All Away...

Under these sheets I lay as I wonder why you're not going to wake up with me the next day.
You left me cold under the dark sky, with a hole in my heart with one question... Why?
What did I do to make you run so quickly?
Who did you meet that made you seem so lively?
As the weeks came and went I noticed change,
As the different scents of cologne rendered you acted strange
To a point where I heard nothing but an excuse,
I blame myself now, with her I was too loose.
You took advantage of the love I shared and surprises I prepared.
Every gift for you I have ever gotten, you threw it on and left me at home all forgotten.
Yes, signs like these kept me cautious,
But seeing you actually leading me to this makes me nauseas.
The one I presented my heart to stabbed it up and left it to bleed.
Now she's on to someone else with more lies to feed.
The changes in my mentality, the feelings that are no longer there.
She took it all away now I have no more love to spare.

—Javier Colon

Diabolical voices heard
screaming through the darkness
shredding the deep thoughts
that come to my brain,
Sincerely the mysteries of life
Are hard to grasp
during dim dark hours
of poetry and beer,
The malt-liquor mindstate
swirling in chaos
as consumed alcohol ounces
stagger my thoughts,
I'm caught in the human passion
of being alive
and the ecstasy of existence
flows through my veins,
I deviated a lot
from the normal path
and walked unstable miles
before the bright dawn,
She reminds me of a song
full of blues and beauty
about the issues of love
and the promise of peace.

—Sharif Hasan O'Neal

teacher, has been teaching at RCC
for a year. He has a master's degree
out as a teacher but I really do like
teaching.", he said.



Photo by Milton Samuels

The First Annual Roxies Bowl-a-Thon at The Milky Way in Jamaica Plain raised more than \$6,000 for student scholarships.

THANK YOU, RCC!

The Roxies Bowl-a-Thon, auction and raffle, from April 10 to April 20, have—to date—raised \$6,000 for student scholarships, and we are still collecting money. Every penny raised will be distributed to our deserving students through the following awards:

A one-time Memorial Award (in memory of Habram Rosario, son of Rosa Morales of the Library).

Two awards in each division (three in Liberal Arts), criteria and recipients to be determined by the division

The overwhelming support and spirit of the faculty, staff and administration demonstrates our commitment to our deserving students in their efforts to get an education. With continued support, The Roxies Scholarships will become our annual gift to our students.

Scholarship Committee: Michelle Harrell, Mark Lawrence, Bill Larson and Judy Kahalas

IMUS'S FIRING DRAWS MIXED REACTION AMONG STUDENTS

BY BETSY SANTANA

Reaction of RCC students to last month's decision by network execs to fire radio Shock Jock Don Imus for an on-air racist remark regarding the Rutgers University women's basketball team was mixed on campus.

The controversy began on April 4, after Imus referred to the team as "nappy-headed ho's" during a brief segment discussing the NCAA Women's Basketball Championship.

Imus was not the first radio personality to utter such a phrase on the air; Troi Torain (aka Star) used

similar language in 2001. However, Imus's conduct gained national attention.

Marcel Cuffy, a criminal justice major, said that Imus made a mistake. "I don't know, it was a lapse of judgment on his behalf, but I feel he shouldn't have got fired," he said.

Other RCC students agree with the decision to fire Imus.

Michael Graham, a broadcast major, said that Imus shouldn't have made the comment.

Criminal justice major Monte Evans said he agreed with the decision to fire Imus and that the remark was "out of line." He said Imus should have been reprimanded

and "shouldn't be allowed to get an upscale job."

Theater major Rocque Bridgewaters said he also agreed with the decision to fire Imus.

"I think he should have gotten fired," he said, "because there was already tension in the nation with the 'Roots' anniversary and Columbine anniversary around the corner. He had no right to say those comments. His hair is kinkier than ours (Afro-Americans)."

A number of students said they felt the incident was blown out of proportion, because minorities refer to each other with comments like that or worse.

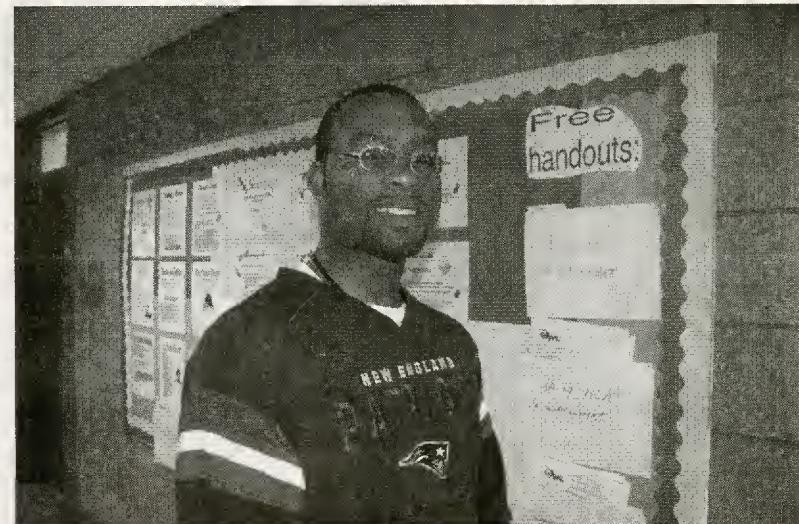


Photo by Betsy Santana

Bio-science major Buddy Adams believes that Imus should not have been fired for his on-air racist remark.

Buddy Adams, a bio-science major, was one of the students who felt the situation should not have cost Imus his job.

"He never should have been fired and the whole situation was not that serious and was blown out of proportion," Adams said. "The reason

why it got to such a magnitude is because Imus is who he is - a powerful rich white man. If any other brother on the street had said that comment, it never would've made headlines. He probably learned those words from the black culture itself."

THE SIGNIFICANCE OF REMEDIAL HELP

BY WALLACE FASHAW

Ninety percent of the students at Roxbury Community College are placed in remedial and development courses in math, and 50 percent are required to take remedial and/or

said.

If students need help in basic addition and subtraction or need to get a better understanding of nouns, adjectives, verbs, various parts of speech and how to conjugate verbs, then these courses would benefit

Spence said, when asked why students need these courses. "For older students that have not gone to school in over 15 years, they have not witnessed some of these classes and may need extra help," she said.

Spence said that students with

recommended for them to take a remedial English course since that is not their strongest language," Spence said. "Some people need different ways of learning or visual aids to understand what is being taught to them." Logical disorders prevent



Photo by Milton Samuels

Colleen Spence is RCC's Test

courses in math, and 50 percent are required to take remedial and/or developmental courses in English.

"Students looking for assistance in the basic concepts of English and math are required to take these remedial courses," Colleen Spence, test placement coordinator at RCC,

speech and how to conjugate verbs, then these courses would benefit them for their future college careers, Spence said, adding that without these basic skills it would be difficult to learn and understand higher college level courses.

"It's a combination of things"

and may need extra help," she said. Spence said that students with different types of learning disabilities, "where it could take longer for them to understand the material," often benefit from extra help.

"For ESL (English as a Second Language) students, it would be

to understand what is being taught to them." Logical disorders prevent some students from learning."

Many students taking remedial courses are not really prepared for college courses, she said. "Students can complete and graduate successfully from high school but once they

Colleen Spence is RCC's Test Placement Coordinator.

go to college, it is another situation. If you complete the 12th grade, students should take extra testing for

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INTERNSHIPS

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internship faculty advisor at designated times during the semester.

Once all of this is done and the student is beginning the internship work, they must also complete all in-class requirements, contracts, weekly time sheets and complete 150 hours of work at their internship.

"I strongly believe that internships can help students", Thrash said. "Students can gain real life experience. It's one thing to have classroom experience, but it's another to have classroom experience and internship experience. Internship is like a test drive for a career. A student takes classes in their major; you have what you learned from those classes and find out if you really want to do this as a career."

Professor Thrash visits sites where the students do their interning. "I sit down with the student and supervisor," she said. "I want to know how things are going. I would ask both the site supervisor and the student if they see any growth in the student from when they started working as an intern to now. The site supervisor would fill out an evaluation that they can either do by themselves or with me. If this is a new site supervisor we have encountered, I would give them



Photo by Wallace Fashaw

Jenny Thrash is the coordinator and supervisor of the RCC internship program with local businesses.

a Certificate of Appreciation."

Thrash said internship can benefit all students.

"I would recommend all students, no matter what your major is, to take an internship" Thrash said. "This is a good resume builder," and gives students an opportunity to try out a possible career. "As an intern, you would apply what you have learned in class."

"Internships are job description driven," she continued. "All of these jobs are different from one another. If students have the same majors but are working at different places, they are going to be doing completely different things."

If students are interested in summer internships, they are considered

non-credit courses that can either be non-credit paid or non-credit non-pay, Thrash said.

"I don't oversee summer internships because they are too cumbersome," Thrash said. "I would refer the students to companies that are looking for interns but I wouldn't handle the process. Students would have to go about this on their own."

"I encourage students to see me the semester before they are ready to sign up for internship" Thrash said. "Do not wait a week when the semester starts because that is the deadline of placement for a student to apply as an intern. Also, if a student works part-time or full-time in their program of study, they may combine internship with employment."

COMMENCEMENT TO BE HELD JUNE 1

Time & Place

Roxbury Community College will hold Commencement exercises at 1 p.m., Friday, June 1, in the Reggie Lewis Track and Athletic Centre. All graduates are asked to arrive by 11:30 a.m. and report to the Reggie Lewis Field House.

Graduation Rehearsal is scheduled for 2 p.m., Thursday, May 31, at the Reggie Lewis Track and Athletic Center. Please be prompt.

Commencement Tickets

Each graduating student will receive **six tickets** for their family members and friends. Tickets will be available on May 8th in the Learning Center, Room 207, Academic Building. Students must complete a graduation survey in order to pick up their tickets. Surveys can be picked up from, Student Activities, The Welcome Center, Academic Advisory, DCE, & Learning Center

Caps & Gowns

RCC students can purchase their caps and gowns beginning May 8 through May 26 at the Bookstore. The estimated price is \$40. Please check at the Bookstore for hours of operation.

Certificate Students -Students who earn a certificate may participate in graduation.

LET'S PARTY!!!!

The RCC graduation party is being held at the Adams Inn, in Quincy, MA. Tickets are \$30 per person and \$50 for couples. Students can purchase their tickets at the Office of Student Activities, Room 317. Any question regarding the graduation please call 617-541-5332.

Summer Classes

Classes for Summer 1 Session begin May 29 and will conclude on June 29. Classes for Summer Session 2 will begin on July 9 and end on August 10. Students may register up to the first day of class in each session.

VIDEO CLUB ZOOMS IN ON CREATIVITY

BY CHINWE UCHENDU

Roxbury Community College is mainly known for its low cost academic programs for local and international students whom need a fresh start in one or various fields of study, whether it is nursing, criminal justice, business, accounting or technology.

But that's not all. Broadcast Media Technology is becoming increasingly popular for students in the liberal arts program.

BMT also has a video club which allows broadcast and non-broadcast students to get hands-on experience with the equipment in the studio and to learn different aspects of producing and directing original newscasts. The weekly news and an entertainment show are taped separately on the campus and aired every two weeks.

"Joining the club is a good way to reinforce what you learn in the broadcast classes," BMT major and Video Club President Betsy Santana said, adding that the club currently has about 15 members.

Club members take turns completing all needed

tasks. Every student in the Advanced Television Production class has to take the position of anchor or host every two weeks, reading news that covers international, national, local, sports, weather and entertainment events.

"The Video Club is currently seeking new members who are very interested in the broadcast field," Santana said. Santana said that students can use the experience they gain in the club on a resume if they go on to seek jobs in broadcasting, production or directing.

Last year in October 2006, the Video Club raised money and took a trip to the NBC morning show "Today," and the Museum of Television and Radio in New York City. They were the first students from RCC to appear on "Today."

Michael Wiggins, also a BMT major, is the club's vice president.

For more information about the club, visit the BMT studio in the basement of the Media Arts Building.

Media Arts

Continued from page 1

script themselves or a newscast.

James McGruder, a BMT major, said his work

On a typical day, you will find students in the Multimedia Lab, working on their scripts or editing class assignments. You will also find students in the TV Studio setting up the news set for the weekly newscast. Some are positioning the cameras, others are running an audio check and the rest are in the control room get-



in the studio has given him, "a clear understanding about the process of a television, and most important, meeting new friends in this field of study."

One of the first classes you would take for the BMT major would be Video Techniques. This class is all about the basics; the course is designed to teach the basics of field production and editing.

The class that follows is the Intro to Producing and Directing course. The students become the producer and director of their own productions. Everyone takes a turn using the equipment and performing different studio roles.

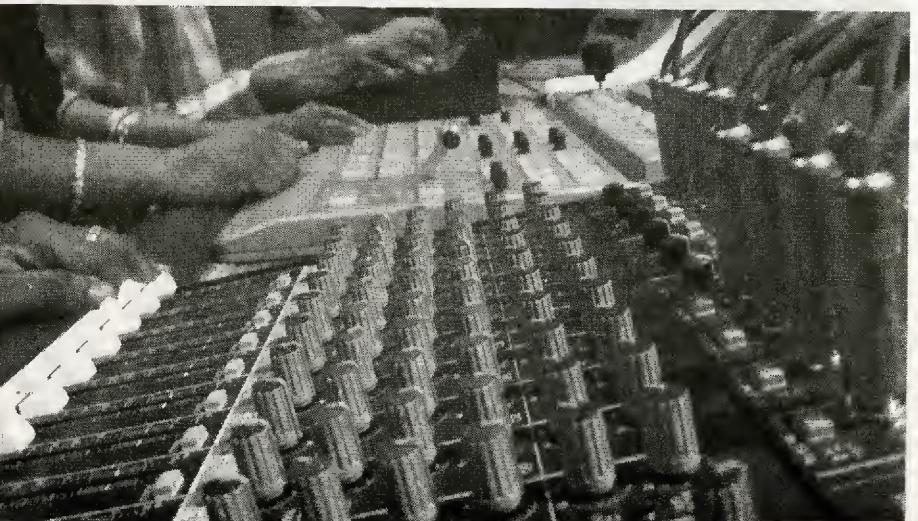
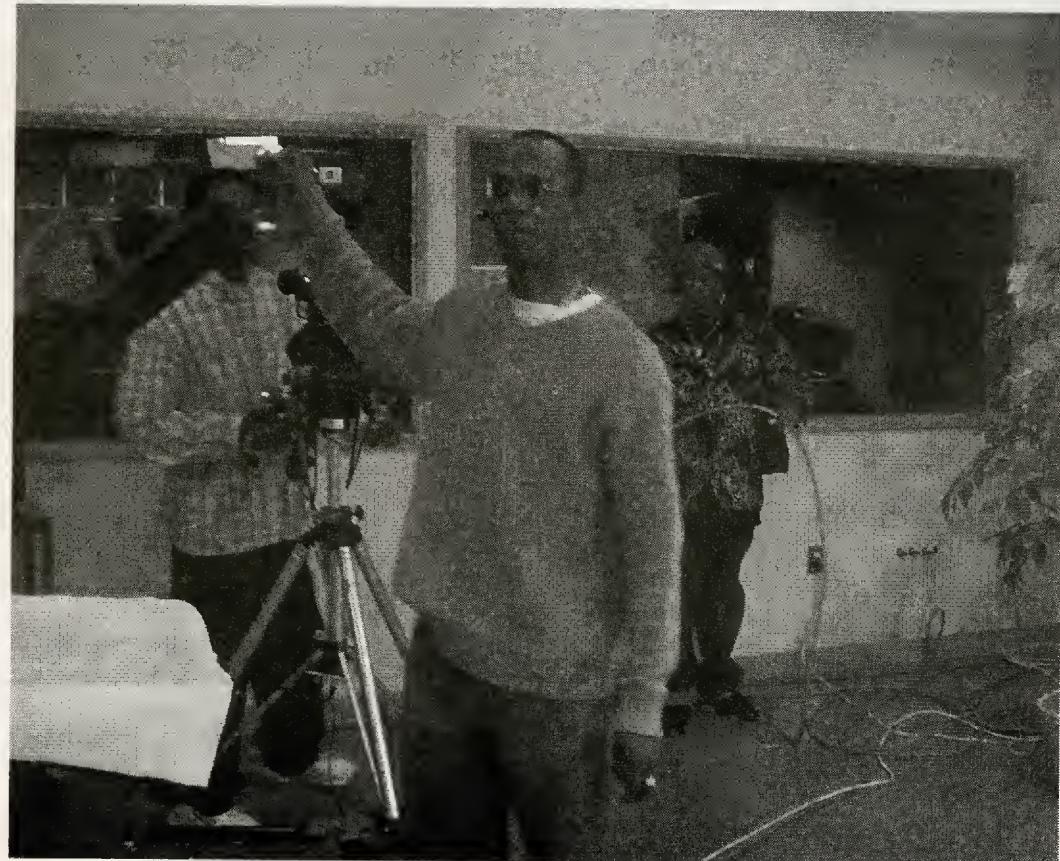
Forbes Morris-Fenty, a BMT major, said he has gotten a lot out of his involvement with the studio. "I learned about video cameras and met a lot of new people," he said. "I also learned the techniques of video and what goes on behind the scenes of a production and creating a budget for the production."

check and the rest are in the control room getting ready to run the show. Most of the time individual students are in the private edit suites, editing advanced editing projects or school-recorded events.

Greg Juste, an accounting and BMT major, said his experiences in the studio have given him valuable career skills.

"With technology ever-changing, having a foot in the door can greatly contribute to reaching high goals," he said. "Most of my schooling was done in the field of accounting, and the program here allows me to jump in some solid new skills".

Therefore, if you think you are the next Spielberg or Katie Couric you should definitely come down and engage in such a wonderful experience. I certainly did.



HISTORY OF UNIONISM SUBJECT OF HONORS COLLOQUIUM

BY AMY GUERRERO

The history of unionism in the U.S. was the topic of a special honors colloquium on March 27. "We're going to tell a story today, but it's not going to be a great story," Tim Dean, education coordinator with the 1199 Service Employees International Union, a union of healthcare workers, began before an audience of about a dozen students and faculty members.

In the past 90 years that unionism has existed, Dean said, the movement has yet to fulfill its promise of helping all workers receive a "living wage," – one that

pays enough so that basic needs can be comfortably met.

The unionism movement has not accomplished universal health insurance for its employees, and has fallen short of other social goals, Dean said, such as the provision of safe workplace conditions and tougher regulations on child labor.

"Child labor laws are not strict," he said, adding that six teenagers have been killed on the job in Massachusetts since 2000. "Teens have double the injuries of adults," he said.

In the 1930s, "there was some push for national health care,"

Dean said, adding, "Today, we're the only industrialized country without health care."

The 1950s were a major period of union growth. A total of 36 percent of American workers belonged to unions at that time, Dean said, compared with a total of 8 percent of workers today.

Among notable union organizers was Rosa Parks, he said.

While public support for unions is low, unions are needed, Dean said so that workers in the U.S. can join with those in other countries to press for needed reforms and a better quality of life.

"The union is you," he said.

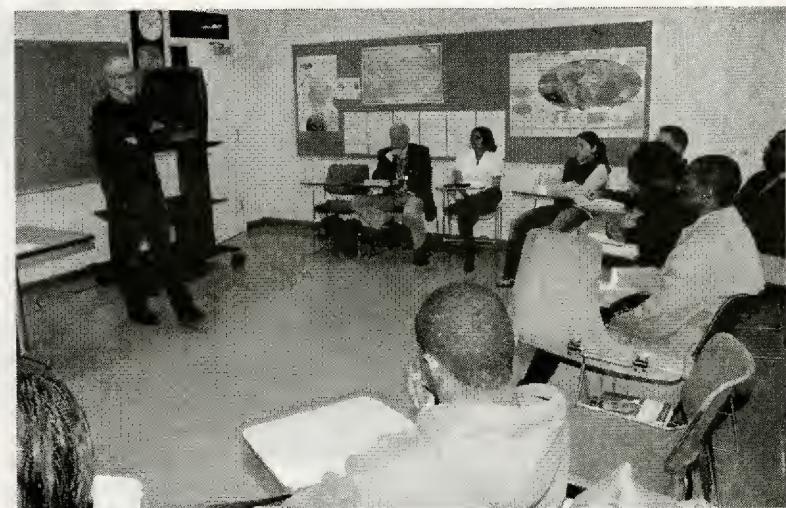


Photo by Milton Samuels

Tim Dean, education coordinator with the 1199 Service Employees International Union, a union of healthcare workers, addressed the Honors Colloquium in March.

"It's the people who pay the dues."

Alvaro Larama, 23, a member of the Honors Colloquium, said Dean's talk was "awesome."

"I feel bad that unionism isn't as powerful as it should be," he said.

He added that the Honor Colloquium this semester has focused on studying the issue of human rights, including the United Declaration of Human Rights issued by the United Nations.

THE VIRGINIA TECH MASSACRE

BY DAVID PALOMARES

On April 16, 2007 at 7:15 a.m. on the campus of Virginia Tech

11 from an Intermediate French language class

9 from Advanced Hydrology class



on the campus of Virginia Tech (VT), Emily J. Hilscher and Resident Assistant Ryan C. Clark were both shot and killed. The police believed the incident was a murder/suicide. The school was not shut down and classes resumed.

The gunman, 23-year-old Seung-Hui Cho, went to the post office around 9:00am and shipped a package to NBC Studios in New York. He returned to school to Engineering Science and Mechanics department known as "Norris Hall," he first chained the entrance doors shut and then headed to the second floor of the building to start shooting staff and students. The shooting took nine minutes and 170 rounds; he took 30 more lives, including his own. Those killed include:

5 Professors

VA TECH

Continued from page 1

sitting in the courtyard area near the Student Center. He was looking at the open switchblade knife he was holding in one hand.

When confronted, he said he was not threatening anyone with the knife and had a right to carry it. Campus security responded to the scene and interviewed the student who denied having a knife.

Campus security said that individuals who bring any type of weapon onto the campus can be arrested.

"No weapons are allowed" one guard said. "We can have them ar-

class

- 4 from a German language class
- 1 from Solid Mechanics class

The tragedy also hits close to home for Massachusetts as 20-year-old Ross Abdallah Alameddine from Saugus was one of the 30 killed, he attended VT since the fall of 2005.

When police arrived on the scene it took five minutes to gain entrance to the building since the building was chained up by Seung-Hui Cho. When the police finally got into the building and onto the second floor Cho had shot himself.

On April 17, in the evening, VT students, staff and those in the community held a candle light vigil on the campus honoring the victims who died. Congress held a moment of silence when they first heard the news of the shooting and on the day of the shooting President George

W. Bush said "Schools should be places of safety, sanctuary and learning," and "When that sanctuary is violated, the impact is felt in every American classroom in every American community."

However, other students said it is common for male students to bring knives onto campus.

"It's no big deal," said one student.

In the Writing Center Tuesday morning, a number of students said they were not surprised to learn that some students bring knives onto campus.

"It's a part of life," Nursing major Angela C, 21, said, declining to give her last name. She said that she feels safe at RCC and does not carry a weapon.

"Most people in Boston do carry," Jai Guy, 19, a radiologist major said. "I think it you're used to something you just buy into it because regardless, in Boston, people



Courtesy Photo

Students at Virginia Tech watch events unfold on TV on April 16.

On April 18 NBC received the package the gunman shipped, in the package were 27 digital videos of himself and the reason he gave for the shooting, photos, a 1,800 word statement which reportedly is incoherent. The items were turned over to the Federal Bureau of Investigation (FBI). That night NBC

news aired portions of the clips they received that day. In the broadcast they aired his hatred towards rich kids and Christianity.

Today it is still fresh on our minds, and in years to come, such a tragedy will be burned into our minds. However, let us hope it will be the last one.



GATEWAY GAZETTE

*A publication of staff and students at
Roxbury Community College*

1234 Columbus Avenue, Roxbury Crossing, Massachusetts 02120

Faculty co-advisors: Judith Kahalas and Amy Guerrero.

*Office located in
Student Center
3rd floor, room 321
next to student activities*

Student staffers include:
Ginnette Acevedo, Wallace J. Fashaw, Manuel A. Gonzalez, David A. Palomares, Betsy A. Santana, Corey Stallings, Gregory Saint-Dick, Chinwe K. Uchendu and Michael Wiggins.

Amy Guerrero contributed to this article.

COMMENTARY



Courtesy Photo

David Palomares

BY DAVID PALOMARES,
EDITORIAL

I was working on an article regarding Roxbury Community College and the safety we all deserve; the questions came up after the Virginia Tech shooting, could we be safe. In realistic terms we could never be **TOTALLY** safe, that is just the nature of life, but is there concern for safety at RCC? As the paper was being written and the questions being asked, several key events happened around me that I truly hope are isolated.

1. On April 21, a staff member at RCC was threatened after asking a student to lower his voice, the student in return said, "No woman should treat me like that," and then said, "I will make sure you are fired!" S

ARE WE SAFE AT RCC?

pressure to accept the person's apology and move on by the person who is in charge of the investigation.

Staff members are also fed up with security, one says that they no longer bother calling security and handles the situation on their own. Another says they never felt safe at RCC at all.

Why are these statements being made? Are these disgruntled RCC personnel just want to complain about something?

Here is something for you to think about. In the Student Center in Building 4 on the third floor I tend to peek into the game room and see security playing pool mostly around 1 p.m., sometimes earlier, sometimes later, sometimes even playing with students as well.

When I attended class in the Media Arts Building I tended to see security with the legs on the table and their hat lowered to cover their eyes. Can they be sleeping? Can they be resting? When I go though the doors he sometimes he does look up, but just sometimes.

OPINION LETTERS

A SINGLE MOTHER'S WORLD

BY GINNETTE ACEVEDO

Being a single mother is a role that many women take on. We are left to assume full responsibility for our children. We become all in one: the caregiver, the financial provider and the person who must maintain the household. While the number of single mothers keeps rising in America, let's consider this issue in regard to absent fathers and the effects it produces on a child. Statistics show that single mother families increased from 7 million in 1990 to 10 million in the year 2000, an increase of 3 million in only a decade, or 26 percent.

My life as a single mother is mostly taking care of my four-year-old son. Besides being a single mother, I also work and go to school full time here at Roxbury Community College, and maintain a household of my own as well.

A typical day for me involves getting up in the morning at about 6:45 a.m. to 7:30 a.m., getting my



Being a single mother can be stressful at times because you have to do almost everything on your own all the time. Although at times I may feel stressed, I'm glad that I have my son because he is, and always has been, my motivation to go back to school when I was in high school and then to college to better his life and my life as well. I have

me like that," and then said, "I will scratch up your face with a knife!" Security was called, however the student stayed around before leaving on his own. Security never showed up.

2. The student was suspended and was not allowed on campus, but showed on Tuesday the 24th of April. That night, security did not have any memo regarding the student's being suspended, the staff member was upset over the fact that the student was here and security was powerless to do anything about it. Security did receive a memo the next day.

3. Now the staff member is getting

just sometimes.

Most recently one of the Security guards placed their personal items in the newspaper office, without getting permission and allowing themselves to enter.

Another question that has come up is "How many people are there on staff in security and are there enough people?" When I look at security at day and night they seem to be no more than about five people there, maybe a few more. I don't know the official count; I truly hope there are more people there, but now many more?

an incident does happen at RCC that makes it into the newspapers, people will ask why wasn't RCC prepared or why were no steps taken. When RCC gets embarrassed it seems, that's when something will get done.

If RCC does somehow get embarrassed I do hope they call Security and call to ask for more security personnel as well as female security. Wait a minute, why should they change only after RCC gets bad publicity. Why can't RCC take a stand and have change now? Why Not? What's stopping them?

getting up in the morning at about 6: 45 a.m. to 7: 30 a.m., getting my son and myself ready for school, dropping him off at his school, going to school myself, picking up my son from school and finally dropping him off at my mom's house to then go to work.

After getting off at work at around midnight, I go back to my house, pack clothes for my son and me for the rest of the week, and head to my mother's house to get some sleep and start my day all over again until the weekend comes.

school and then to college to better his life and my life, as well. I have come to learn and value the importance of an education because of my son. So, although being a single mother is hard, it definitely helps you grow and value things in life a lot more than before you have children and makes you a stronger and more independent woman.

I challenge all single fathers reading this to tell us about their typical day.

Ginnette Acevedo is a first-year student at RCC.

DON'T BLAME ADJUNCT FACULTY, UNITE WITH THEM

By Ruth Kiefson

The tone and implications of the article "Adjuncts Use and Abuse" from the March edition of The Gateway Gazette is unfairly accusatory of adjuncts. The author correctly points out that quality of education for students is adversely affected by management's overuse of adjunct faculty, yet the author also seems to hold the adjunct professors rather than the administration responsible for this sorry state of affairs. For example, he refers to adjuncts as "not fully prepared" because they are assigned courses at the last minute. In fact, most adjuncts make a Herculean effort to become prepared under these adverse circumstances. He also cites the problem of adjuncts not being compensated for holding office hours and says that "a number of

adjuncts have refused to help students outside of class..." To be fair, he should point out the numerous examples of adjunct faculty, who do help students outside of class, without compensation."

Furthermore, by viewing the problem narrowly, the article serves to divide faculty and students. For the last 30 years, administrators in higher education nation-wide have increasingly relied upon adjuncts for the following reasons: 1. they are a source of cheap labor, and 2. having a two-tier system of wages, rights, and status for faculty divides faculty and enables management to drive down wages and conditions for all of us. It is important to note that an identical strategy is being used in many major US industries (health care, transportation, retail, to name a few) for the same reasons. A parallel trend is that of temporary

work. In fact, the largest companies in the US today are temp agencies that don't pay benefits or overtime, and have no commitment to their employees. This trend towards more and more temporary and part-time jobs without benefits spells trouble for the whole working class. Unfortunately, it's not going to just blow over and go back to the "good old days" (which weren't so good for everyone anyway). The US capitalist system is in an ever sharpening rivalry with Europe, China, Russia, etc. for markets, resources, and cheap labor, and they are driving down the wages and conditions of the US working class as a way to maximize their profits and militarize society.

I hope it's clear by now what the big picture has to do with faculty and students at RCC. The article in question portrays the problems

of adjuncts as a problem that only they are responsible for solving. It says, "Adjuncts apparently accept this but do nothing to fight how the system is run" and "While administration and adjunct faculty are playing tug of war, we students have now become the rope stuck in the middle." What is missing here is the consciousness that students are workers too, presently and in the future. As students and fellow workers you should support the fight against the super-exploitation of adjunct faculty. IT IS YOUR FIGHT TOO. When you get jobs in hospitals, schools, insurance companies, etc., you will need your patients, students and other workers to support you when your bosses try to get you to work harder for less money. But, it won't happen unless we build a movement throughout society that opposes the



selfish way we have been taught to identify our interests. At RCC, it should no longer be—Adjuncts for adjuncts; Full-time faculty for full-time faculty; Students for students; Me for me. We all have a new song to learn—Faculty, Students, and Staff unite. Faculty/Staff working conditions are Students' learning conditions.

OFFENDED BY IMUS? NOT ME!

BY GREGORY ST. DICK

In the past few days the Don Imus comments about the Rutgers female basketball team have caused a national outcry for the host to resign from his talk radio show. Many African Americans were outraged because of his distasteful racist comments about the team as "that's some nappy headed hos."

His comments forced CBS and MSNBC to pull the plug on his show because of the loss in advertisements that made MSNBC \$8 million dollars annually and CBS \$15 million dollars annually.

This is a victory for African American women. No longer will there be derogatory titles placed upon them by the media! Ladies, I don't think so. I find it funny, yes, funny, to see several Black organizations put pressure on these media corporations because of a sentence Don Imus agreed should not have been uttered on the air. But what about BET, MTV, and thousands of other radio stations across the country who have been promoting this filth for decades? I see no protest or boycotts from African American women. These stations degrade our

Black women seven days a week.

Where are the Don Imus critics when rappers on BET Uncut, on a nightly basis, degrade Black women as nothing but cheap property? Where are the critics when these media companies feed our youth disrespect towards our Black sisters?

Al Sharpton took great pride on Fox news, protesting against Don Imus and the Adult Swim cartoon show The Boondocks. Has Al Sharpton ever seen an episode? Does he get the message behind the N word? I don't argue against his right to protest against it. But how can we overlook the mass corporate structures that push male chauvinism that belittles Black women on television? Shows like "Rap City" target all youth nationwide. Is it okay to continue in stereotypes when we call our Black sisters 'Gold-diggers who ain't messing with a broke Nigger'? As long as these derogatory titles are delivered by our Black males, we as a society cannot change the minstrel image that is put on our Black brothers and sisters.

These shows are viewed by our youth and they leave a much stronger effect on our culture than any ignorance spoken by Don Imus. Yet

Sharpton and others like him would rather target Imus for a sentence instead of rappers that push images worse than anything Imus ever said.

A number of rap artists say "this is the reality in my neighborhood." These 30-something year-old rappers are indeed "products of their environment," too immature to realize their effects on today's youth. Consider Cam'ron's interview on "The O'Reilly Show" or in his movie "Killa Season" where he spits on a

little girl's face. What about the big corporations? Shouldn't Viacom's "Clear Channel" be pressured to play our image in a less minstrel manner?

Cornel West, in his book Race Matters, wrote some powerful statements that both Black liberals and conservatives should consider. "... By corporate market institutions I mean that complex set of interlocking enterprises that have a disproportionate amount of capital, power,

and exercise a disproportionate influence on how our society is run and how our culture is shaped..." Yes, ladies and gentlemen, our values have become dictated by the corporate superpowers who make amazing profits from foolish rappers.

So, no, I am not particularly offended by Don Imus. He's just one of those guys.

Gregory St. Dick is president of the RCC Student Government Association.

INTERVIEW WITH SHEKORA WHITEHEAD, RCC '06 GRADUATE

BY GREGORY ST. DICK

GG: Have you ever been called a bitch or a ho by a black man?

SW: Yes, any time I rejected someone for asking for my phone number or for telling them I have a man, or I'm just not interested.

GG: How often?

SW: At least once a week

GG: Do you feel in any way that they had a right to call you these

names?

SW: No, the definition of a bitch is a female dog or a malicious or spiteful woman, of which I am neither.

GG: Do these names offend you?

SW: Yes, they offend me because I feel we should have respect for one another. Not just as Black people but as human beings.

GG: Do you think today's rap cul-

ture is making it any better for the image of Black women?

SW: No, I don't even listen to that garbage (rap), because the rap culture degrades Black women by calling them bitches, hos, and sluts and swiping credit cards between their butt cheeks in these rap videos. As a result, young Black women think it's okay to carry themselves this way, and young Black men feel they don't have to respect Black women.

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THE PLAY'S THE THING WITH MARSHALL HUGHES

BY WALLACE FASHAW

Marshall Hughes has been the Director of Visual, Performing and Media Arts of RCC since 2001. Hughes graduated from New England Conservatory of Music with a Masters degree. A teacher of chorus, dance and theatre, he has served on the faculties of the New England Conservatory, Emerson College, Emmanuel College and Wheelock College. Hughes also started an opera company called "Opera UNMET," which has been around for 15 years.

"We do a lot of collaborative stuff" Hughes said, on putting on productions at the Roxbury Repertory Theatre. "We worked with Huntington Theater, Boston Symphony Orchestra, Greater Boston Youth Symphony Orchestra In-

tensive String Program, Emerson College School of Theater Arts and Berklee College of Music. This is not based on academics since students from elementary school, middle school and high school can do their performances at the Christmas concert and ballet program at the end of the year."

Joan Resnikoff, who has the Gallery center named after her at the Media Arts building at RCC, donates money and is an advocate and supporter of the arts.

Jennifer Hughes (no relation to Marshall Hughes) is in charge of the space we have for the arts. The exhibit of the arts changes every month and a half.

"We try to showcase the student activity exhibit and link academic with the community side."

Hughes has had said he has had a number of events that he re-

ally loved. The main one included a speech from American and lawyer August Wilson.

"The Roxbury Repertory Theatre was the last place before he died and it was a very special event. August wrote a cycle of plays that he was noted for." Another highlight for Hughes was when the children of all ages putting on and performing at a holiday concert.

"I enjoy working here," Hughes said. "It is great to have these courses of theatre, math and science. Creative arts are a virtual discipline. They transfer easily to real life subjects."

Dance and theatre are all related to the physical attributes we endure in our everyday lives. Theater promotes critical skills and ties in with reading and writing. Theatre is vital because all of the activities are connected to each other."



Courtesy photo

The Main Stage at RCC.

and 12.

"The Heart of Happy Hollow," a play directed by Hughes with on-stage help from full-time faculty members David Updike and Veronica McCormick just concluded on May 5.

A production of "Love and Lies," by Grace will be presented May 11

To find out more about the production as well as other arts events at RCC call 617-541-5381, or go to the main website at rccmainstage.com and look through the list of upcoming events.

PROTEST

Continued from page 1

want to go to medical school. "It can be tempting if you don't have the money to go to medical school," he

tives of the Army to be blocked from appearing on campus if their visit had been arranged with the RCC administration.

Adjunct faculty member Chris Richardson said he decided to par-

Marine veteran who served in both Iraq and Afghanistan, held a sign that said, "Take a Stand Against a Genocidal War."

"I'm still proud of the Marines but I feel differently about the war,"



want to go to medical school. "It can be tempting if you don't have the money to go to medical school," he said."

Updike, however, questioned whether it would be right for representa-

administration.

Adjunct faculty member Chris Richardson said he decided to participate on April 2 because he is "skeptical of the war effort."

RCC student Halsey Bernard, a

REMEDIAL HELP

Continued from page 1

college" Spence said, adding, "There is a skill gap of classes students had in high school compared to colleges."

There are varying degrees of remedial help. High schools and colleges are now collaborating on placement tests for 11th grade students to gauge their readiness for college. For example, RCC and Madison Park High School are working together on these tests.

Students can gain a number of benefits from taking remedial courses, Spence said. "It helps build a student's confidence of getting back to school to do any assignments that are given to them," she said. "This helps fill skill gaps for students who are not quite ready for college courses. While the first half of a remedial course may come off as easy to some, the second half of the course is a bit more challenging and really helps them out. Taking these courses also helps students with other classes that are not English or math courses. These courses provide proficient and knowledgeable skills in science, history, writing essays and any other course you take in college."

Sadly, there are students who drop out before finishing these remedial courses.

"Some students are not ready

academically" Spence said. "Their schedules could be condensed. They don't have financial support, choosing between school and work. They may have a family to support so it could be very difficult juggling all of these tasks at once. They could also have poor study habits, feel overwhelmed or have health issues. There are a host of reasons."

Taking remedial courses usually prevents a student from graduating college in two years. It could take them up to three or even four years to graduate.

"If a student is in a development or remedial course, it will take longer to complete their two-year degree" Spence said. "ESL students need their basic classes so they can gain better knowledge whenever they do take college courses. It could take up to a year or two years for students to complete just their remedial courses. The majority of students take more than two years to complete their courses."

Asked about what final advice she would give to all students Spence said, "Students can help prepare themselves prior to entering college. Just read, read anything. Review and refresh your math skills. While taking the placement test, students should be prepared and relaxed. We want the best for the students and have them become successful."

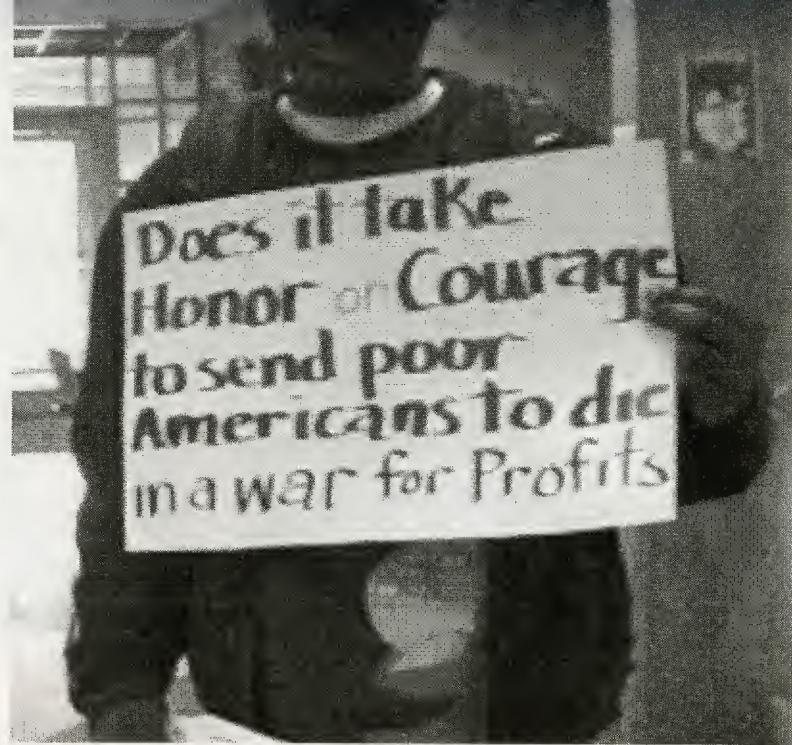
Genocidal War."

"I'm still proud of the Marines but I feel differently about the war," Bernard said. "I feel it's been unjust for a long time."

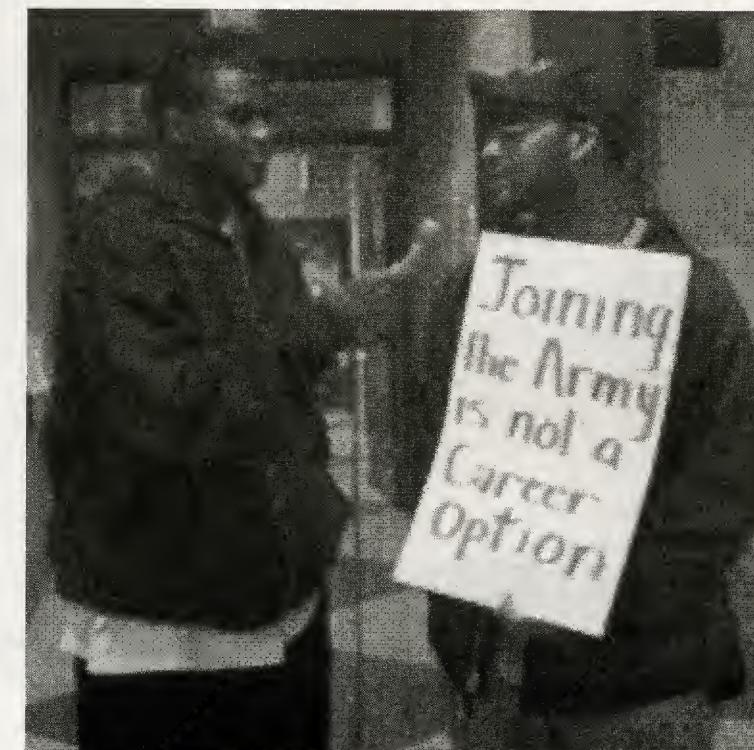
Bernard displayed some pictures of dead Iraqi civilians at his table. He said he brought the photos to show that "war is not like the TV or video games. You can't turn it off and on."

The Anti-War Committee issued a statement asking members of the RCC community to join in the protest.

"The U.S. Army," it said in part, "is sending recruiters to Roxbury Community College on Monday, April 2, to fill their ranks with the youth of our community. The Solomon Act makes it illegal for any school that receives federal aid to turn away recruiters."



Photos by Michael Wiggins



Photos by Michael Wiggins

"Therefore our high school, community college, and state school students get pressured into joining the military. At the same time the government is making more of us ineligible for financial aid and are cutting back on the amount of financial aid we receive. Do they really want us to go to college, or do they have another goal in mind for many of us?"

The Anti-War Committee has sponsored a series of anti-war documentaries. The last, "Why We Fight," a highly acclaimed film that features President Dwight Eisenhower and which questions the expansion of the military-industrial complex, will be shown at 11:30 a.m., Thursday, May 17, in the Private Dining Room on the second floor of the Student Center. A discussion will follow the showing.